



This Joint Pilot Action is supported under AANCHOR, a Coordination & Support Action project aimed to support the implementation of the Belem Statement. It has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 818395.

# ALL-ATLANTIC BLUE SCHOOLS NETWORK



2023

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**BUILDING AN ALL ATLANTIC  
OCEAN COMMUNITY**  
Implementing the Belém Statement



**ALL-ATLANTIC OCEAN  
RESEARCH ALLIANCE**  
Creating an Atlantic Ocean Community  
by Implementing the Belém  
and Belém Statements



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# ALL- ATLANTIC BLUE SCHOOLS NETWORK

**2023**

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# FOREWORD



**Sofia Cordeiro**

**AANCHOR PROJECT  
COORDINATOR**

The All-Atlantic Blue Schools Network (AA-BSN) is a remarkable network implemented under the All-Atlantic Ocean Research and Innovation Alliance. It has really embraced the spirit of this science diplomacy process: **Connect, Act and Collaborate.**

It started from an idea back in 2019 when several Ocean Literacy experts from along and across the Atlantic Ocean got together in scope of the AANCHOR project, funded to implement the Belem Statement. It builds on the experience of

the Blue School in Portugal and the AA-ORA Working Group on Ocean Literacy in scope of the Galway Statement.

With 16 Atlantic countries engaged (as of January 2023), 28 National coordinators from 18 institutions, 455 schools reached, 125 178 students and 3 458 teachers engaged it is truly an example of the desire of the All-Atlantic Ocean Literacy community to get together, to effectively act through a very specific collaboration opportunity and to impact tomorrow's generation! By connecting schools from Atlantic countries to raise and promote ocean literacy and society awareness AA-BSN is contributing to European, National and International strategies. The bottom-up process where each school builds its own project based on its socio-cultural-economic reality is, in my opinion, the basis for the success of AA-BSN.

And imagine... all that was possible in less than two years and with a pandemic period in between. AA-BSN is really an inspiring joint activity from the Atlantic Ocean Literacy community! Congratulation to all the team and those engaged. Well done!

# TIMELINE

## 2013

The European Union, United States and Canada signed a multilateral agreement called **Galway Statement on Atlantic Ocean Cooperation** to expand knowledge and collaboration efforts across the Atlantic Ocean. The Galway Statement motivated a science diplomacy endeavor aiming to “facilitate common research and knowledge exchange for us to provide a healthy, resilient ocean for our future generations”, resulting in the **Atlantic Ocean Research Alliance** (AORA).

## 2015

The **Blue Schools** concept emerged in Portugal in 2015 when Raquel Costa and her team had the chance to implement it in the country in 2017: a Blue School integrates ocean learning into the curriculum, recognizing the important role that formal education plays in fostering an ocean literate society. It promotes an interdisciplinary, inquiry, and project-based approach to both teaching and learning.

## 2017

As the Galway Statement was covering the North Atlantic Ocean, countries like Brazil and South Africa signed bilateral agreements with the European Union on science and technological cooperation, and further their collaborative efforts developed the **Belem Statement on Atlantic Research and Innovation Cooperation**. Many other bilateral agreements started to be signed between the European Union and other Atlantic countries, such as Argentina, Cape Verde and Morocco. With more countries joining efforts to enhance marine research cooperation along and across the Atlantic Ocean, the **All-Atlantic Ocean Research and Innovation Alliance** (AAORIA) was created to involve countries from all over the Atlantic Ocean to promote innovation, outcome-oriented ocean science, and an All-Atlantic community.

AAORIA main initiatives:

**AORA**  
**AANChOR**  
**All-Atlantic Projects**  
**(or sister projects)**

## 2018

The AANChOR, or All-Atlantic Cooperation for Ocean Research and Innovation, supports the implementation of the Belem Statement and the AAORIA. AANChOR has three main objectives:

- 1. Identify concrete joint actions to support the implementation of the Belem Statement.**
- 2. Contribute to the implementation of the selected joint actions.**
- 3. Define long term measures for sustainability of the cooperation framework beyond the lifetime of the initiative.**

## 2020

Inspired by Blue Schools Portugal, the Maré de Ciência Program in Brazil launched the **Ocean in Education Challenge**, which had the participation of 71 educational spaces, with 130 educators working on Ocean Literacy with more than 2,000 students. At the same time, Argentina also started to structure its Blue School from the Science Cultural Center of the Ministry of Science, Technology and Innovation to start a pilot project in 2021.

## 2021

Launching of the United Nations Decade of Ocean Science for Sustainable Development (2021-2030). 🎉

Launching of the All-Atlantic Blue Schools Network (AA-BSN) as one of the AANChOR's Joint Pilot Action.

## 2022

First in-presence AA-BSN meeting during the Ocean Literacy Dialogues event in Santos, Brazil.

Signing of the **All-Atlantic Declaration** by the United States, Cape Verde, Morocco, Argentina, European Union, Brazil, South Africa, and Canada to reinforce and consolidate the implementation of the Galway and Belem Statement. The document states seven priority areas:

**Ocean and climate**

**Marine ecosystems and biodiversity**

**Marine pollution**

**Sustainable fisheries and aquaculture**

**Atlantic ocean observing**

**Circular, sustainable and inclusive ocean economies**

**Ocean literacy**

## 2023

Closing the first implementation phase of the AA-BSN, supported by AANChOR.

# MESSAGE FROM AA-BSN COORDINATORS

Looking back to 2020, the All-Atlantic Blue Schools Network came as an ambitious project, as an anxiety and desire to join schools all over the Atlantic in a place where all were welcome to share their knowledge and point of view about the ocean, to promote exchange of experience about our common - but in so many ways different - ocean, to create and strengthen a Generation Ocean.

As with most international projects, between June 2021 and January 2023, the AA-BSN faced many challenges. Firstly, it started during the COVID-19 pandemics, when most schools were closed and forced to change their routine from night to day to an online mode. Secondly, language barrier - there were at least four different native languages (Portuguese, Spanish, French, and English) among the countries from the network. Thirdly, no funding to most of the countries to support their National Blue Schools program. And also the educational systems of each country/place were also a challenge. Without considering all the local challenges that each National Coordina-

tor faced along the way, you may get to know a little bit about it in each chapter dedicated to each country of the network of this ebook.

Even so, as Raquel Costa says, Ocean Literacy is contagious. The AA-BSN enchanted her by the fact that ***“the Atlantic brought the countries together instead of pushing them apart. The multiculturalism that makes up this group, different life paths of each one, different backgrounds are incredible. I don’t think I’ve ever learned so much from a group. The mutual learning was immense, the respect that grew as we shared the differences in strategies, obstacles and successes were fascinating. It united us with two things that I value a lot in life: the Ocean and the genuine desire to bring Ocean Literacy to the youngest effectively.”***

**RAQUEL LORENZ COSTA****Portugal**

The trust and sense of group was built online, in between emails exchanged and virtual meetings (oh my, the time zones and different agendas), and during the Atlantic Challenges promoted. This trust was clear when the 16 AA-BSN National Coordinators had the chance to get to know each other in-person for the first time in October 2022 - for a full week of discussion and knowledge exchange to evaluate the program (the main results of this workshop you may find at the end of this ebook).

This trajectory of 18 months was quite a journey, not only to the AA-BSN, but to all of us involved, from National Coordinators to students, from researchers to teachers, local communities to ministries, Early Carrier Ocean Professionals (ECOPs) to fishers and indigenous people. Each stakeholder shared their ocean knowledge and experience, and believed they were making a difference in each others' life. And we all know it is just the beginning.

**RONALDO CHRISTOFOLETTI****Brazil****GUADALUPE DÍAZ COSTANZO****Argentina**



# PORTUGAL



## NATIONAL LANGUAGE

Portuguese

## POPULATION

10,343,066 inhabitants

## TERRITORY

92,212 km<sup>2</sup>

## CURIOSITY

The city of Nazaré is known for its giant waves and the biggest wave surfed was 26.21 meters high!

## NATIONAL COORDINATOR

Raquel Costa

## COORDINATION TEAM

Patricia Conceição  
Fernanda Silva

## INSTITUTION

Ministry of Economy and the Sea of Portugal

## PARTNERS

- Associação Portuguesa de Lixo Marinho
- Associação portuguesa de educação ambiental
- Aporvela
- Lab. Arqueologia Conservação do Património Subaquático - I. P. Tomar
- Mare
- Sailors for the Sea Portugal

- ANP-WWF
- Zoomarine Algarve
- Estrutura de Missão para a Extensão da Plataforma Continental
- Jardim Zoológico
- LifeResc - Escola de Socorrismo e Sobre-vivência
- IPMA
- Docapesca
- Museu do Mar Rei D. Carlos
- CIIMAR
- Centro Ciência Viva de Tavira
- Instituto da Conservação e Florestas
- Centro Ciência Viva do Algarve
- Centro Ciência Viva de Lagos
- Oceanário de Lisboa
- Vertigem Azul
- Miracle Horizon - Lisboat
- Francescio Lufinha
- Odisseia Viva
- Resgate – Associação Nadadores Salvadores do Litoral Alentejano
- CIEMAR
- Museu Marítimo de Ílhavo
- Surfing Life Club
- Laboratório Nacional de Engenharia
- FOR-MAR
- Clube Naval de Sesimbra
- Direção Regional das Pescas

- Centro de Ciência de Angra do Heroísmo
- EducaSom
- Instituto de Sistemas e Robótica / IST
- Vertente Natural
- GNR - Destacamento Territorial da Horta
- Sharks Educational Institute
- Centro de Mar de Viana do Castelo
- Centro de educação ambiental de Viana do Castelo
- Odisseia Imersiva
- Nazaré Marés de Maio
- CerCiência
- GEOTA
- Oeiras Viva
- OstraSelect
- ExpoLab
- SoproMar
- WeDive
- Nazaré On\_da Wave
- Ass. Nadadores Salvadores da Nazaré
- EcoAlga
- Zero em Comportamento
- Zoo de Lagos
- FlagranteTítulo
- AlgaPlus
- Porto de Lisboa
- Observatório do Mar dos Açores
- Porto de Aveiro
- Porto da Figueira da Foz
- Sociedade portuguesa de aves marinhas
- Aquário Vasco da Gama
- Planetário
- Clube Intercultural Europeu
- Fragata D. Fernando II e Glória
- Museu de Marinha
- Universidade dos Valores
- Quando + 1 é = - 1
- Clube de Vela de Lagos
- Laredo
- Just Dive
- I9 Project
- Aventuras da Mía
- Marina de Lagos
- CESAM
- Ocean Devotion
- Wavec
- Programa Tatô
- Mar de Experiências
- AECO
- Observatório Oceanivo da Madeira
- Missão Dimix
- Águas do Tejo Atlântico
- Trato Lixo
- Discover Tours
- LIPOR
- CoLAB +ATLANTIC
- ANCORAS
- Águas do Algarve
- Filipa Leandro
- Sciaena
- Direção Regional do Mar
- Sea Things
- Olho.te
- ILHAPEIXE
- VMG Madeira
- HIDROVAL
- Troiacruze
- Observatório do Litoral Norte
- Luciana Vampré di Monte
- Delta Cafés
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- Liga Portuguesa para a Natureza

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[www.youtube.com/escolaazul](https://www.youtube.com/escolaazul)

# PORTUGAL

## 350

SCHOOLS

## 70000

STUDENTS

## 3000

TEACHERS

## 115

PARTNERS

(By January 2023)



# BLUE SCHOOLS IN PORTUGAL

As the first country where the Blue School concept was created and implemented, Portugal has the longest history of experience and learning to share among the AA-BSN. Portugal is contributing to effectively increasing the visibility of the ocean and Ocean Literacy in their school community, showing a steady growth of schools adhesion to the program in their country - an evidence of its methodology efficiency - and seeing attitudinal changes towards the ocean across all stakeholders and increasing knowledge, awareness and positive attitudes towards the ocean.

The primary aim of the Blue School Portugal was to promote Ocean Literacy within the formal education sector. The program was designed to overcome identified obstacles, establish sustained engagement with schools, and bring together several entities making significant contributions to Ocean Literacy in educational settings: connecting ocean professionals to students as a way to give concreteness to the most abstract themes of the ocean; offering diversified hands-on activities conducted by partners; connecting schools and stakeholders; and offering spaces and moments to schools and students share experience and knowledge about their Ocean Literacy learnings.

Over the years, the Blue School program

has had a significant impact on teachers and students alike. This rewarding journey has led to UNESCO recognizing Blue Schools Portugal as a successful case of an Ocean Literacy approach, contributing to the implementation of the United Nations Decade of Ocean Science for Sustainable Development.

***“Blue Schools has been part of Raquel Costa’s life since 2015, when she started to create the concept with her team. She says that after 8 years of dedicated work, there are a diverse number of partners, schools, teachers and students around the country making part of the Blue Schools Portugal. Inspiring many other countries and schools across the globe, Blue Schools Portugal is an example of how challenges may be seen as opportunities to build an Ocean Literacy community of practice.”***

Officially initiated in 2017 as an educational program of the Ministry of Economy and Sea, the program aimed to create an Ocean Literacy community that included schools, partners, municipalities, and local stakeholders, inspiring a collective



wave of citizenship and ocean awareness in the country, and further to other parts of the Atlantic.

The concept and requirements of Blue School Portugal were developed in accordance with multiperspective approach of Ocean Literacy and following the guidelines of the National Strategy for the Sea, National Strategy for Citizenship Education, and Profile of Students Leaving Compulsory Schooling. International educational recommendations from organizations such as the European Commission, the Organization for Economic Co-operation and Development (OECD), and the United Nations were also taken into consideration, particularly those related to the Sustainable Development Goals 4 (Quality Education), 14 (Life Below Water), and 17 (Partnerships).

To ensure the sustainability and scalability of the Blue Schools program in Portugal, political support is essential to embed the program into a national scope and obtain recognition from the Ministry of Education. Further investment and the allocation of human resources are also important to keep the community engaged in a consistent schedule of activities. To improve Ocean Literacy dimensions such as knowledge transfer and awareness, Blue Schools are working to involve families and local entities, ensuring that the community remains committed to discovering the ocean within and beyond the schools.





# BRAZIL

## NATIONAL LANGUAGE

Portuguese

## POPULATION

216,544,150 inhabitants

## TERRITORY

8,515,000 km<sup>2</sup>

## CURIOSITY

The only Atoll in the South Atlantic is found in Brazil, 144 nautical miles from the city of Natal in Rio Grande do Norte and has been a marine protected area since 1979.

## NATIONAL COORDINATOR

Ronaldo Christofolletti

## COORDINATION TEAM

Fernando Martins  
Camila Keiko Takahashi

## INSTITUTION

Universidade Federal de São Paulo  
(UNIFESP)

## PARTNERS

- Ministry of Science, Technology and Innovation of Brazil
- British Council
- UNESCO



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[www.youtube.com/@MareDeCiencia](https://www.youtube.com/@MareDeCiencia)

# BRAZIL

## 42

SCHOOLS

## 8619

STUDENTS

## 244

TEACHERS

## 3

PARTNERS

(By January 2023)

# BLUE SCHOOLS IN BRAZIL

The Blue School Program in Brazil promotes important discussions on Ocean Literacy and awareness in the country. It has been an opportunity for schools and educational stakeholders to understand their roles in supporting Ocean Literacy. By finding themselves in this process, the stakeholders are able to adjust their activities and practices to respond to the ocean sustainability agenda. This happens at the same time as a network of institutions and individuals is being engaged and mobilized to value the actions and projects underway in Brazil that help schools to be blue.

*“In the Brazilian experience, the schools involved realized that they can support the fulfillment of the goals and commitments of the UN Ocean Decade. In doing so, they are active participants in creating blue minds and raising the Generation Ocean.”*

Brazil is a large country. There are several regional differences and all the different cultures, realities and territories make the Blue School Program more diverse and naturally adaptable. This is a valuable resource for Brazilian schools, which are encouraged to implement a blue curricu-

lum that makes sense for their different contexts. Led by Maré de Ciência, an extension program from the Federal University of São Paulo (UNIFESP) in partnership with the Brazilian Ministry of Science, Technology and Innovation, and support from UNESCO and British Council, the main role of the Blue School team in Brazil is to provide knowledge and tools so that educators feel that the ocean is already part of their work and their school. Valuing what they already do is also a strategy to support autonomous behavior and openness to creativity in carrying out activities related to the ocean.

With a project called Desafio Oceano na Educação, Maré de Ciência invited schools across the country to work the ocean theme in their school curriculum, respecting and valuing their local characteristics. When the Covid19 pandemic struck, the planned activities were quickly adapted to a new virtual context. The result was surprising: more than 2,000 students and 130 educators from 71 educational institutions were engaged in inter and transdisciplinary projects about the ocean.

More than having a blue seal, when Brazilian Blue Schools realized the potential they have in using the network to exchange experiences with other countries

and realities, it is possible to see remarkable results. Even when the language barrier is a challenge, the schools are always willing to make the conversation happen, as dialogue is the most powerful tool the Blue Schools Program has. These conversations are helping to transform the way young students experience the ocean in their lives: the ocean brings them together and helps them as part of something bigger.

Inspired by the results of the Blue Schools in Brazil, several municipalities have developed Ocean Literacy Laws, public policies that ensure that the education system will embrace Ocean Literacy approaches. Step by step, the Blue Schools are growing from within Brazil, creating a long-term project towards the national educational system.

The future of Blue Schools in Brazil is a path of growth. A new frontier is to reach schools in all coastal regions, riverside areas, and indigenous territories in the country. This Program can indeed become a natural process for students, schools and stakeholders and can involve policy and decision makers to support education systems to enrich a bluer generational change.

# ARGENTINA



## NATIONAL LANGUAGE

Spanish

## POPULATION

47,327,407 inhabitants

## TERRITORY

2,780,000 km<sup>2</sup>

## CURIOSITY

Peninsula de Valdes, in the Atlantic Ocean in Chubut Province, has around 3,625 km<sup>2</sup> (1,400 sq mi) in size and is an amazing nature reserve listed as a World Heritage Site by UNESCO in 1999. At this place, it is possible to see a stable population of Ballena Franca Austral (*Eubalaena australis*) during breeding season, an unforgettable experience.

## NATIONAL COORDINATOR

Guadalupe Díaz Constanzo

## COORDINATION TEAM

Julieta Molinas  
Gabriel Mendez Avila  
Ana Carolina Zelman

## INSTITUTION

Centro Cultural de la Ciencia | Ministerio de Ciencia, Tecnología e Innovación

## PARTNERS

- Universidad de Buenos Aires
- Universidad de Jose C. Paz
- Universidad Nacional de la Patagonia San Juan Bosco
- Universidad de Tierra del Fuego
- CADIC
- CENPAT
- CNEA
- INIDEP
- CNEA
- Municipalidad de Comodoro Rivadavia
- MAGYP
- MINCYT
- Pampa Azul Initiative
- Instituto de Conservación de Ballenas

## CONTACT

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# ARGENTINA

## 51

SCHOOLS

## 4000

STUDENTS

## 80

TEACHERS

## 14

PARTNERS

(By January 2023)





# BLUE SCHOOLS IN ARGENTINA

Over two years of implementation, Blue Schools in Argentina have validated the importance of creating bonds between schools within the country. Investing in the strengthening of these linkages and providing feedback on various projects has been crucial to engaging the educational system. Schools are very enthusiastic about their blue projects. Highlighting ocean matters and connecting schools with experts had also fostered creative ideas towards a collaborative framework for each school's initiative.

***“There are several ongoing initiatives in the country that can support ocean-oriented learning. Even schools located far from the ocean have discovered that they can develop meaningful relationships that positively impact ocean care. The potential for expansion and involvement of multiple stakeholders has been evident in the program's success.”***

The program has been emphasizing the need for collaboration, even between distant schools. This approach can help to create powerful Ocean Literacy messages and solidify the program's identity. To maintain and expand the program's

success, it is essential to formalize engagement with the political authorities and other partners, improve monitoring tools, develop materials in Spanish and provide funding for a steady and robust plan of activities.

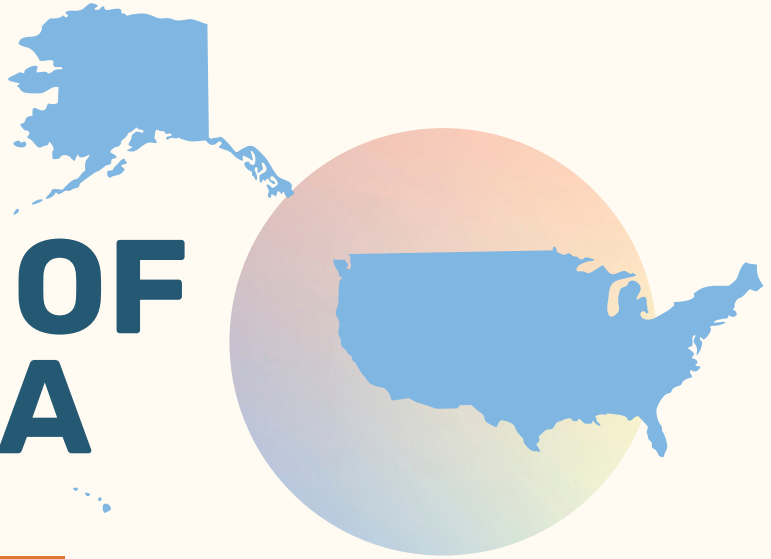
The Blue Schools program in Argentina is developed by Centro Cultural de la Ciencia (C3) - an institution linked to the Argentinian Ministry of Science, Technology and Innovation - and has been successful in engaging citizens across the country in issues about the ocean and improving their connection to it. With nearly 4,000 students, 100 teachers, and representation from more than half of Argentina's provinces, this program is the first Ocean Literacy approach of its kind in the country.

The Argentinian network of schools is committed to spreading their blue learning acting local and also spreading to the Atlantic community.





# UNITED STATES OF AMERICA



## NATIONAL LANGUAGE

English

## POPULATION

332,403,650 inhabitants

## TERRITORY

9,629,091 km<sup>2</sup>

## CURIOSITY

The United States has over 95,000 miles of coastline!

## NATIONAL COORDINATOR

Meghan Marrero

## INSTITUTION

Mercy College and National Marine Educators Association

## PARTNERS

- NOAA
- National Marine Educators Association
- Mercy College

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# 11

SCHOOLS

# 400

STUDENTS

# 18

TEACHERS

# 3

PARTNERS

(By January 2023)



# BLUE SCHOOLS IN THE USA

Since the launch of the Blue School Program in the USA, several schools have shown a strong interest in connecting with the global ocean. The participating students and teachers are committed to learning more about marine sciences and raising awareness of critical issues such as runoff and plastic pollution.

For example, students have participated in webinars with scientists to learn more about marine habitats and how humans are impacting our global ocean. Schools have participated in stewardship activities including stenciling storm drains and community beach cleanups.

The students enrolled in the Blue School Program are passionate, creative, and eager to bring about change. The program's activities inspire the next generation by opening a window to a seascape of ideas for ocean conservation. Schools are also motivated to connect with each other, both nationally and internationally, encouraging collaboration and the design of integrated action projects. Sharing lessons learned with other countries can be beneficial, as hearing about the different strategies and entry points that diverse nations use to connect schools to their waterways.

The Ocean Literacy movement originated in the United States of America a few de-

cadecades ago, with the objective of ensuring that students learn about the ocean while in school. The National Marine Educators Association (NMEA) has a long history of efforts on Ocean Literacy construction, since developing its concept with national and international partners up to creating a series of materials specific to each school curriculum and hosting events to evaluate and discuss Ocean Literacy around the globe.

***“NMEA and USA Blue Schools make ideal partners. Together we can support teachers and students as they make positive impacts on the ocean.”***

In 2022, the Blue School Program in the USA focused on schools near the Atlantic Ocean. However, in such a vast country, the program aims to engage with schools across all national states and territories to create a large-scale impact and raise awareness about the importance of the ocean. Engaging policymakers will aid the program's future upscaling and reinforce the significance of ocean learning in educational, coastal, and public policy. Ocean Literacy can play a vital role in shaping these policies going forward.

# CANADA



## NATIONAL LANGUAGES

English and French

## POPULATION

38,614,963 inhabitants

## TERRITORY

9,985,000 km<sup>2</sup>

## CURIOSITY

Canada has the longest coastline of any country in the world, measuring 243,042 km (includes the mainland coast and the coasts of offshore islands).

## NATIONAL COORDINATOR

Diz Glithero

## COORDINATION TEAM

Janice Williams  
Meg Callon

## INSTITUTION

Canadian Ocean Literacy Coalition

## PARTNERS

- Canadian Commission for UNESCO Schools Network
- Canadian Network for Ocean Education (CaNOE)
- Canadian Geographic Education
- ECOP Canada
- Exploring by the Seat of Your Pants
- Ocean Networks Canada
- Ocean School (National Film Board of Canada & Dalhousie University)
- M-Expertise Marine
- Water Rangers

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# CANADA

FOCUS IN PILOT YEAR WAS ON EDUCATOR  
AND STUDENT ENGAGEMENT IN EVENTS  
AND LEARNING EXPERIENCES, NOT ON  
SCHOOL REGISTRATION

SCHOOLS

OVER

78,500

STUDENTS

OVER

250

TEACHERS

10

PARTNERS

(By January 2023)



# BLUE SCHOOLS IN CANADA

In Canada, a “Blue School” is any school community that engages in purposefully planned experiential learning about marine, freshwater, and coastal areas. Engagement and training opportunities for schools, formal and non-formal educators, and students from elementary to higher education were a priority for the development of the initial pilot phase (August 2021 to January 2023) of the Blue Schools Canada program. There was also an important focus on designing innovative and immersive resources and activities to support the development of a collaborative framework for schools to join the program.

Some of these inspiring resources included students being able to walk on a giant ocean floor map (11m x 8m) of Canada’s freshwater systems, watersheds, oceanic waters, and sea ice. Students could use an augmented reality app to build connections with marine protected areas, biodiversity of species, different voices leading ocean conservation efforts in Canada, and other geographic and cultural features. 20 giant floor maps have been made freely available and are traveling the country, being used by schools, educational conferences, museums, science centers, libraries, and public festivals. More than 75,000 students dove into this experience in 2022.

Beyond the giant ocean floor map pro-

gram, the role of community storytelling was used as a tool to help build cross-cultural understanding and strengthen recognition of the importance of Indigenous Protected and Conserved Areas. The Canadian Ocean Literacy Coalition (COLC) collaborated with the Indigenous Leadership Initiative to create a collection of community-led Indigenous Water Guardians videos. This audiovisual content is a powerful tool to create learning opportunities in classrooms and other public spaces across Canada and globally. These videos were a core element of the newly created ‘blue learning hub’ in 2022, bringing together innovative resources created by diverse ocean education organizations across Canada. In addition to the videos and learning hub, 10 live learning events took place in 2022 enabling early career ocean professionals and other marine experts to share their expertise with schools and other educational audiences. These dynamic and interactive exchanges of experiences reached over 3,000 students from classrooms across Canada and an additional 1,000+ from eight other countries.

Building on this momentum, COLC, together with 10 partner organizations, launched the Ocean Festival Schools Day as part of the International Marine Protected Areas Congress (IMPAC5) in early 2023 in Vancouver, Canada. More than 300 students from 7 different Metro

Vancouver schools participated in Schools Day which served as the kick off to a weekend-long public festival at which more than 10,000 people attended. The momentum from the IMPAC5 Ocean Festival and the recognition of Ocean Literacy as a transformative tool to inspire ocean conservation action and behaviour change continues to flow into **Ocean Week Canada** - an annual public celebration of the ocean each June.

***Diz Glithero highlights that members of the All-Atlantic Blue School Network in Canada are benefiting from this cross-cultural collaboration as we share, learn, and connect with Blue Schools from other countries. This exchange enriches educational experiences and helps to foster global citizenship. There is no one way to learn about the ocean, nor is there one single approach to protecting it. We need to value, support, and learn from each country's educational pathways, experiences, and people.***

The All-Atlantic Blue School Network has created an overarching framework to help connect various Canadian ocean education efforts to a broader Ocean Literacy global movement. Since its beginning in 2021, Blue Schools Canada is creating important opportunities for cross-cultural collaboration, knowledge sharing, and peer networking. Coordinated by the Canadian Ocean Literacy Coalition, the program's implementation team in-

volves representatives from national and regional education NGOs, ocean enthusiast teachers, marine social scientists, and ocean science outreach leaders at Canadian universities and in the Government of Canada.

The effort of the All-Atlantic Blue School Network coordination in leading the process and contributing to making each country feel part of the Atlantic community has been fundamental for Canada's involvement in the process. Although strengthening ocean education is one of the priority action streams in Canada's National Ocean Literacy Strategy, the opportunity to connect national efforts to a broader global initiative is appealing. In turn, Blue Schools provides an opportunity to transform learning by making meaningful connections *within and between* ocean and climate education, education for sustainable development, global citizenship, and Indigenous education at the school district, Ministries of Education, and international levels.

The growth of the Blue Schools initiative in Canada requires strategic partnerships and alignment with existing networks. Building upon and working together with successful environmental and climate learning initiatives helps make ocean learning more interdisciplinary, experiential, investigative, and community-oriented. Tracking progress, adapting programming, securing funding, and building broad institutional support for a strong, diverse, and responsive coordination team will enable continued growth of more students, educators, and communities in this national blue learning movement.

# ANGOLA

## NATIONAL LANGUAGE

Portuguese

## POPULATION

35,566,313 inhabitants

## TERRITORY

1,246,700 km<sup>2</sup>

## CURIOSITY

Angola is a marine biodiversity hotspot because it is located at the junction of two African Large Marine Ecosystems – the Guinea Current and the Benguela Current.

## NATIONAL COORDINATOR

Carmen Ivelize Van-Dúnem do Sacramento Neto dos Santos

## COORDINATION TEAM

Cremilda Domingos  
Daniel Chitata  
Nelson Baião  
Gil Cumena  
Jesus Canha

## INSTITUTION

Universidade do Namibe



## PARTNERS

- UNESCO Angola
- Complexo escolar Helder Neto
- Universidade do Namibe
- Administração municipal de Moçâmedes
- 2M Produções
- Ministry of Fisheries

## CONTACT AND LINKS

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# ANGOLA

## 3

SCHOOLS

## 155

STUDENTS

## 14

TEACHERS

## 5

PARTNERS

(By January 2023)



# BLUE SCHOOLS IN ANGOLA

Prior to the Blue School Program, schools in Angola did not have any educational activities focused on marine conservation. The perception of appreciation and care for the ocean is a visible result in the school community involved in the program. The change in behavior, the connection with environmental education, and the maintenance of ecosystems for future generations became part of the conversations between students and teachers within and beyond classrooms. Everyone is committed to meeting the marine ecosystem and social demands.

Blue Schools in Angola are being created based on an analysis of the national education system's laws. By assessing the contents of different disciplines, it was possible to identify links related to ecosystem preservation. Thus, the schools involved in the program were encouraged to understand and develop the Blue School concept that made sense for them. This investigation helped identify that schools have great potential to balance theory and practice while recognizing their responsibility to care for the ocean.

The future for schools in Angola includes interactive lenses to contribute to local sustainable development. Even schools in the middle of the continent can play a role in activities that value marine sciences.

Blue Schools can be internationalized, recognized, and capable of connecting the whole world, as the imagination of the ocean becomes increasingly present in classrooms. Schools have the potential to be self-sufficient, with teachers who are able to synthesize their contents, combining theory and practice.

The program in Angola is supported by the Minister of Fisheries, who is the project coordinator, UNESCO Angola, and the administration of the Municipality of Moçâmedes. With more funding, publicity, and human resources, the program is destined to move forward and grow. The Blue Schools are Angola's regional and global commitment. It will be important that the AA-BSN showcases initiatives developed by all countries to encourage the Atlantic community to get involved.

The Ocean Literacy approach has created a deep involvement of the school community with marine resources and environments. This has been a learning process and an assimilation of collective commitment. The initiatives developed under the Blue School Program in Angola are seen as a legacy for ocean education and conservation. Once an educational base is built, future generations can fulfill and continue the activities developed.





# CAPE VERDE

## NATIONAL LANGUAGE

Portuguese

## POPULATION

593,140 inhabitants

## TERRITORY

4,033 km<sup>2</sup>

## NATIONAL COORDINATOR

João do Monte Duarte

## COORDINATION TEAM

Yara Rodrigues  
Felisberto Moreira

## INSTITUTION

Universidade Técnica do Atlântico

## PARTNERS

- Organização para o Desenvolvimento Integral das Famílias (ODIF)
- Camões - Instituto da Cooperação e da Língua Portuguesa
- ENAPOR - Portos de Cabo Verde

## CONTACT AND LINKS

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# 4

SCHOOLS

# 65

STUDENTS

# 6

TEACHERS

# 3

PARTNERS

(By January 2023)



# BLUE SCHOOLS IN CAPE VERDE

In 2021, the Blue Schools Program was launched in Cape Verde, initially targeting three schools in need of resources and knowledge about their environment. Despite the challenges faced in managing financial and human resources, the program has been an enlightening journey of discovery.

Each year, during a weeklong event in November, Cape Verde celebrates the ocean, providing an essential platform for the Blue Schools to showcase their impactful achievements and contributions to society. With their projects on plastic pollution and biodiversity conservation, creatively presented through art, poetry, and music, the Blue Schools have captivated policymakers and the public.

Engagement from various stakeholders, such as the Ministry of Education and the Ministry of the Sea, is welcome to implement and expand the Blue Schools program in Cape Verde. The government's endorsement of the program through a signed memorandum in 2022 is an encouraging step towards engaging more partners to contribute to the development of new ideas and activities to invest in the Blue Schools, ensuring a brilliant blue future for Cape Verde.

***“Cape Verde recognizes the immense potential of the Blue School concept in promoting critical thinking and sustainability among students by integrating ocean-related topics into the educational experience.”***



# SAO TOME AND PRINCIPE

## NATIONAL LANGUAGE

Portuguese

## POPULATION

229,911 inhabitants

## TERRITORY

963,5 km<sup>2</sup>

## NATIONAL COORDINATOR

Sónia Pessoa

## INSTITUTION

Missão Dimix

## CONTACT AND LINKS

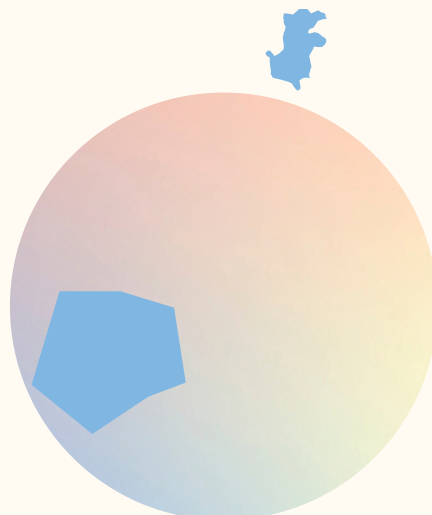
[ursotigre@missaodimix.org](mailto:ursotigre@missaodimix.org)

[missaodimix.org/](http://missaodimix.org/)

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[instagram.com/missaodimix/](https://instagram.com/missaodimix/)

[vimeo.com/missaodimix](https://vimeo.com/missaodimix)



# 1

## SCHOOL

# 50

## STUDENTS

# 2

## TEACHERS

(By January 2023)



# BLUE SCHOOLS IN SAO TOME AND PRINCIPE

The Blue School Program Sao Tome and Principe aims to address the economic and social challenges of local communities, which directly affect the education of children. The program values the innate curiosity and learning potential of students and can create job opportunities and income for the community, while also fostering a strong bond with the ocean. The new generation can become young leaders capable of embracing the significant challenge of integrating the ocean sustainability agenda with their daily socioeconomic struggles.

***“The beauty of marine life in its ecosystem has immense power, especially for children who witness fish “pecking” at debris at the bottom of the sea. These moments instill in them the urgency to act to protect and conserve the ocean and life on Earth.”***

Missão Dimix is a non-governmental organization founded in 2016 by Sónia Pessoa and her friends who shared a passion for creating a project that promotes education and community development

in Sao Tome and Principe. They believe in the power of education and strive for the harmonious coexistence of people, animals, and the environment, while respecting local culture and practices.

The organization launched the Sao Tome and Principe Blue School Program, inspired by the Blue School Portugal, to promote interaction with the ocean and surrounding communities. Despite receiving little support from other institutions, Missão Dimix worked hard at the Praia-rei school in Roça de Água-Izé to give children opportunities to connect with the sea.

Missão Dimix hopes to receive more support from institutions to expand the Blue School Program, so more students can experience Ocean Literacy and bring more art and joy into their lives. By appreciating the beauty of Sao Tome and Principe’s island and promoting sustainability can make schools bluer and improve the lives of the community.

# MOROCCO



## NATIONAL LANGUAGE

Arabic  
Berber

## POPULATION

38,064,721 inhabitants

## TERRITORY

710,850 km<sup>2</sup>

## CURIOSITY

Along Morocco's Atlantic coast, several lagoons, such as Moulay Bouselham, Oualidia, Sidi Moussa and Khnifis, have great ecological value and provide a wide variety of ecosystem services. These lagoons attract many tourists every year.

## NATIONAL COORDINATOR

Khalid El Khalidi

## COORDINATION TEAM

Mohammed Hadani  
Ahmed Younes Laaziz  
Ahmed Raissouni  
Abdenaim Minoubi  
Malika Essaten  
Othmane Boualla

## INSTITUTION

Faculty of sciences, University of  
Chouaib Doukkali

## PARTNERS

- University of Chouaib Doukkali
- University of Ibn Zohr
- University of Abdelmalek Essaadi
- Direction provincial of El Jadida of the Ministry of National Education, Preschool and Sports
- Higher Normal School of Rabat
- Higher Normal School of Marrakech
- French International School Jean Charcot
- Groupe Scolaire Ouled Zid

## CONTACT AND LINKS

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[www.fs.ucd.ac.ma](http://www.fs.ucd.ac.ma)

[www.youtube.com/watch?v=eaD2EofpPJ0](https://www.youtube.com/watch?v=eaD2EofpPJ0)



# MOROCCO

4

SCHOOLS

148

STUDENTS

10

TEACHERS

(By January 2023)



# BLUE SCHOOLS IN MOROCCO

The Blue Schools Network presents a unique opportunity for Morocco to promote ocean learning. Since joining the program in 2021, Morocco has been actively involved in providing inspiring Ocean Literacy initiatives to its education system.

As the Blue Schools Program continues to be implemented in Moroccan schools, it is crucial to recognize the need for new educational resources to enhance students' knowledge of the ocean. As tomorrow's decision-makers, they must be equipped with the tools to comprehend life on earth and climate change.

***“Prior to their involvement in the Blue Schools Program, Moroccan students had a limited understanding of the ocean. However, through the program’s activities, they have gained a deeper appreciation for the various dimensions of the ocean’s natural environment. By exploring the mysteries of the sea, they have learned the importance of protecting this environment and utilizing its resources sustainably.”***

Despite the efforts of teachers and volunteers to promote the Blue Schools Program, there are still limitations. To expand the initiative and encourage behavior change towards a harmonious relationship with the ocean, the involvement of schools, partners, sponsors, the government, and students across the country is essential.



# SOUTH AFRICA

## NATIONAL LANGUAGES

Sepedi  
Sesotho  
Setswana  
siSwati  
Tshivenda  
Xitsonga  
Afrikaans  
English  
isiNdebele  
isiXhosa  
isiZulu

## POPULATION

61,281,481 inhabitants

## TERRITORY

1,220,000 km<sup>2</sup>

## NATIONAL COORDINATOR

Kogie Govender

## COORDINATION TEAM

Thomas Mtonsi  
Nozi Hamabaze  
Joe Sibiyia  
Caitlin Ransom

## INSTITUTION

South African Environmental  
Observation Network



## PARTNERS

- Nelson Mandela University
- Conservation Education Trust
- Shallow Marine Coastal Research Infrastructure
- South African Polar Research Infrastructure
- Department of Basic Education & Marine and Coastal Educators Network (MCEN)

## CONTACT AND LINKS

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# SOUTH AFRICA

**12**

SCHOOLS

**60**

STUDENTS

**6**

TEACHERS

**5**

PARTNERS

(By January 2023)



# BLUE SCHOOLS IN SOUTH AFRICA

Through the Blue Schools South Africa, students are provided with opportunities to think creatively about ocean sciences and citizenship for a sustainable world, regardless of their proximity to the coast. Online workshops have been held to develop learners' confidence, skills and resources, allowing them to engage in inquiries and challenges related to marine sciences.

***“The program encourages critical thinking and experiential learning, with a focus on transforming knowledge into positive action to ensure a healthy future for the ocean.”***

The Blue School Program, launched in October 2021 by the South African Environmental Observation Network (SAEON) and funded by the Department of Science and Innovation in South Africa, aims to increase Ocean Literacy among learners and encourage problem-solving skills through the design of research projects. The Program has been welcomed and implemented in schools across the country.

The success of the Program has been particularly rewarding for inland learners, who may not have had the opportunity to experience the ocean before. Going forward, there are plans to develop ma-

terials that will optimize the program's educational value for a virtual space, allowing more learners to benefit from the program.

Expanding the network of beneficiaries is a key goal, and this will involve engaging with a diverse range of partners and organizations to positively influence educators and curriculum development in Blue Schools. Community engagement is also a priority, with a focus on incorporating local knowledge and enhancing the program's powerful platform for Ocean Literacy.



# NAMIBIA

## NATIONAL LANGUAGES

English

## POPULATION

2,662,343 inhabitants

## TERRITORY

824,292 km<sup>2</sup>

## CURIOSITY

The world's largest ship cemetery is found in Namibia's Skeleton Coast, a 40 km wide and 500 km long coastal stretch where the cold and unpredictable Benguela Current of the Atlantic Ocean clashes with the dune and desert landscape of North-Western Namibia. It is a hostile but fascinating coast stretch, which the CNN News Network describes as probably as close as our planet gets to the mythical "end of the Earth"

## NATIONAL COORDINATOR

Harold Efraim //Guiob

## INSTITUTION

BlueGrowth Namibia Learning Centre

## CONTACT

bluegrowth.namibia1@gmail.com



## PARTNERS

- Africa Institutional Management Services (AIMS)
- Kelp Blue
- Hentiesbay Municipality



# NAMIBIA

5

SCHOOLS

93

STUDENTS

11

TEACHERS

6

PARTNERS

(By January 2023)

# BLUE SCHOOLS IN NAMIBIA

The development of a blue curriculum for schools in Namibia is reshaping the community's relationship with the ocean. In addition to being seen as a provider of food and recreation, the ocean is also considered an important resource for the health of the planet. This understanding drives dialogues with young students, inspiring the creation of the next generation of ocean stewards.

The Namibian chapter of the All-Atlantic Blue School Network began in 2021. The program has grown with Ocean Literacy and awareness efforts, nurturing Namibia in its international, regional, and national sustainability commitments. Investment in education has been supporting the achievement of the Sustainable Development Goals, especially 14, the Commonwealth Blue Charter, the African Union Blue Economy Strategy Agenda 2063, the African Development Community Blue Economy Strategy, the Belem and Galway Statements, Namibia's own aspirations under its Sustainable Blue Economy Policy Framework and Namibia's international pledges at the UN conferences on the Sustainable Blue Economy.

Joining forces with the University of Namibia, the Ministry of Fisheries and Marine Resources and the Benguela Current Commission, the Blue Schools Namibia

covers 3 regions of the country: the Erongo, //Karas and /Khomas regions. The only non-coastal school involved in the Network is Hage Geingob High School in the capital, Windhoek, which initially started with the Blue Economy School Club.

***“We are all connected to the ocean. And so, when we empower the hinterland with Ocean Literacy, we have already won half of the battle in our efforts to protect the coastal ecosystems.”***

The Blue Schools Namibia dreams of providing the most inclusive experience possible for all students. Extending activities to non-coastal schools and also covering private, open-learning, technical-professional, and special schools is a challenge welcomed with hope and enthusiasm. Partnerships with ocean stakeholders from all sectors will root the program's intentions in an interdisciplinary approach, collect funding, and help regional coordinators and All-Atlantic Ocean Youth Ambassadors ensure that the Network's objectives are carried forward into the future.





# IRELAND

## NATIONAL LANGUAGES

Irish and English

## POPULATION

5,083,289 inhabitants

## TERRITORY

70,273 km<sup>2</sup>

## CURIOSITY

Ireland's territory is made up of approximately 880,000 km<sup>2</sup> of land under the Ocean, which surrounds the Island of Ireland, and more than 25 small offshore Islands. This marine territory accounts for roughly 90% of Ireland's landmass.

It stretches from the coastal zones and continental shelf, to the Porcupine Abyssal Plain, reaching a depth of over 4500m.

## NATIONAL COORDINATOR

Noirin Burke

## INSTITUTION

Galway Atlantaquaria

## PARTNER

- Irish Ocean Literacy Network

## CONTACT AND LINKS

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[irishoceanliteracy.ie/blue-schools](https://irishoceanliteracy.ie/blue-schools)



# 1

## SCHOOL

# 65

## STUDENTS

# 3

## TEACHERS

# 1

## PARTNER

(By January 2023)

# BLUE SCHOOLS IN IRELAND

Ireland's schools are passionate about the ocean and the connections with the Atlantic community. Many educators and institutions across the country are already exploring marine activities and their relationship with the sea. With a vibrant atmosphere and growing enthusiasm, the Blue School concept has the potential to build on these journeys and bring further value.

The All-Atlantic Blue Schools program provides an exciting opportunity for Ireland to build upon local experiences and join a wider community. Both students and teachers are eager to discover the potential of being part of an Atlantic network.

*“This platform not only connects schools with ocean-related topics and activities, but also fosters cross-cultural exchanges and shared adventures.”*

The Blue School Program coordination in Ireland is excited to expand and secure financial support to assist and recognize professionals and schools that participate in this program. The involvement of other stakeholders in the educational sector and policymakers is necessary to envision a great future for implementing Blue Schools in the country.

There are many opportunities in Ireland to celebrate schools and students of all types and ages, establish connections with other Blue Schools around the world, and recognize schools' achievements in contributing to the Atlantic community.





# UNITED KINGDOM



## NATIONAL LANGUAGES

English  
Welsh  
Irish Gaelic  
Scots Gaelic

## POPULATION

68,827,285 inhabitants

## TERRITORY

209,331 km<sup>2</sup>

## NATIONAL COORDINATOR

Liz Morris Webb

## COORDINATION TEAM

Stuart Jenkins

## INSTITUTION

School of Ocean Sciences,  
Bangor University

## PARTNERS

- Bangor University
- The Shark Trust

## CONTACT

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# 470

## STUDENTS

# 16

## TEACHERS

# 2

## PARTNERS

(By January 2023)





# BLUE SCHOOLS IN THE UK

In the UK, the All-Atlantic Blue Schools Network serves as a platform for developing global citizenship by increasing Ocean Literacy among children and teachers. By fostering a sense of community in the marine world, this initiative provides an opportunity to effect lasting behavior change.

The program targets primary schools in Wales, where there have been enthusiastic participation among children ages 9 to 11. However, the pandemic has posed a significant challenge to sustaining engagement with schools. It has been easier to involve small schools that are in need of educational resources, as larger schools tend to have more rigid legislation and activities planned far in advance.

***“In the regional context, the UK has made significant strides in understanding what schools need and how Ocean Literacy can be embedded in policy.”***

The UK also has an outstanding marine education network, which the Blue Schools program is engaging with. By joining forces and investing in partnerships, it may be possible to build on existing initiatives, recruit more schools, researchers, and marine educators, and secure funding in the face of scarce financial resources.

Finally, the Blue Schools Network offers a powerful opportunity to learn from and share experiences across different contexts, schools, countries, cultures, and partners. This shared knowledge can help build a network that is always evolving and thriving, paving the way for a brighter future for our oceans and our planet.



# MEXICO



## NATIONAL LANGUAGE

Spanish

## POPULATION

132,506,076 inhabitants

## TERRITORY

1,973,000 km<sup>2</sup>

## NATIONAL COORDINATOR

Irán Andira Guzman

## COORDINATION TEAM

Dra. María Geovana León Pech  
Dra. María Julieta Maldonado Sanchez  
Ashley Yaneth Ibarra Pérez

## INSTITUTION

Instituto de Ciencias del Mar y  
Limnología de la Universidad Nacional  
Autónoma de México

## PARTNERS

- Takata experience
- Laboratorio de ecosistemas de arrecifes de la Universidad Veracruzana
- Laboratorio de ecología de ecosistemas de arrecifes coralinos del CINVESTAV
- Instituto Tecnológico de Chetumal
- Universidad Nacional Autónoma de México
- Universidad Autónoma del Carmen

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- Dr. Omar Celis Hernández ICMYL UNAM
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- Dr. Armin Nazario Tuz Sulub UADY
- Dra. Diana Elizabeth Morales de Anda CINVESTAV
- M en C. Rodrigo Alfredo Nuñez Inzunza CINVESTAV
- Dra. Diana Cisneros de la Cruz CINVESTAV
- Dra. Astrid Helena Huechacona Ruiz CINVESTAV
- Dr. Pedro Javier Escobar Turriza CIATEJ

# MEXICO

3

SCHOOLS

470

STUDENTS

8

TEACHERS

6

PARTNERS

(By January 2023)

## CONTACT AND LINKS

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[instagram.com/escuelasazulesmx](https://instagram.com/escuelasazulesmx)





# BLUE SCHOOLS IN MEXICO

The All-Atlantic Blue Schools Network in Mexico offers a unique opportunity to connect children across the country and promote ocean education for the benefit of all. The growth of the Blue Schools offers a powerful tool for transforming citizenship and creating a better quality of life for the Mexican community. Working with schools is a solution-oriented approach that encourages creativity and helps to enrich the educational curriculum in Mexican schools. It is also an opportunity to process and expand the impact of the dissemination of scientific knowledge.

The Blue School program in Mexico started in 2022, embracing the challenge of engaging communities to participate in the network. Welcoming all school levels, near or far from the coast, has been requiring an inventive attitude to work in a diverse range of activities.

***“Every action counts, and the program aims to inspire students and raise awareness of the importance of sustainable living. High school students in Mexico have had great acceptance of the program, as Ocean Literacy helps to reinforce these young people’s commitment to sustainable living.”***

In its first phase of implementation, there were no financial resources to support the Blue Schools Network in Mexico. One of the solutions envisioned for the Mexican context was the creation of a Non-Governmental Organization to support the planning and implementation of the Blue Schools, as well as creating the necessary conditions for the development of a persistent and adaptive program.







# NIGERIA

## NATIONAL LANGUAGE

English

## POPULATION

219,641,919 inhabitants

## TERRITORY

923,768 km<sup>2</sup>

## NATIONAL COORDINATOR

Stephanie Waniko

## COORDINATION TEAM

Dara Akinwusi

## INSTITUTION

Nigerian Institute for Oceanography & Marine Research (NIOMR)

## PARTNERS

- All Atlantic Ocean Sustainable Profitable and Resilient Aquaculture (ASTRAL)
- International Ocean Institute (IOI-Nigeria)
- Nigerian Institute of Transport Technology (NITT)
- Fisheries Society of Nigeria (FISON)
- Eco-Restoration Foundation Nigerian (ERF)
- Marine and Coastal Conservation Society of Nigeria (MCCSN)



# 27

SCHOOLS

# 2700

STUDENTS

# 30

TEACHERS

# 5

PARTNERS

(By January 2023)

## CONTACT AND LINKS

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# BLUE SCHOOLS IN NIGERIA

The implementation of the Blue School program in Nigeria has captured the imagination of young minds, providing them with the tools to promote sustainable use of the ocean and activate their creativity.

*“Communities and groups, including fishing and coastal communities, are increasingly becoming more informed about their relationship with the ocean and the need to protect it.”*

Students are actively involved in cleanup efforts, climate change action, and sharing their stories about ocean protection and sustainable use. More schools and communities are getting involved in Blue School activities and spreading information about ocean conservation.

Looking ahead, Nigerian schools envision a future where children, adults, and communities are educated about ocean issues and have the opportunity to make behavioral changes that support sustainability. The Blue School program has the potential to create a lasting impact on ocean conservation in Nigeria, inspiring the next generation of ocean stewards.





# CLOSING REMARKS

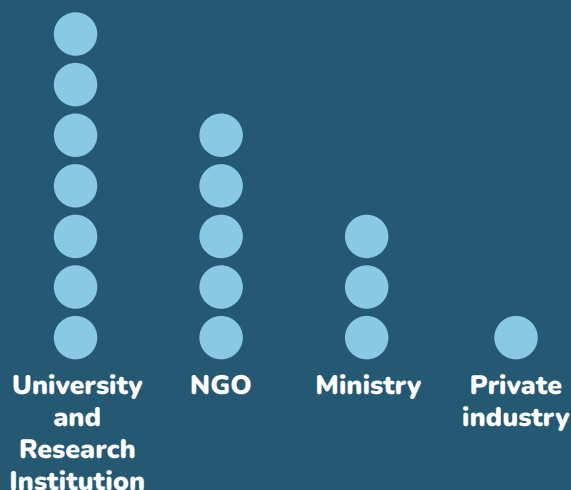
In October 2022, Santos | Brazil, the AA-BSN National Coordinators (NC) met in-person for the first time for a week to evaluate the program. The NC shared their experiences, worked together for an exchange of knowledge and experience, and discussed the next steps the AA-BSN should take.

At the time, there were 16 countries engaged in the AA-BSN and about half National Coordinators were affiliated to Universities and Research institutions (44%) (Figure 1). Although some countries have more people in their working team to implement their National Blue Schools Program, it was clear that most National Coordinators accumulated attributions, from planning and executing activities to teacher training, and from fundraising to program evaluation and outreach. The situation is even critical when it is considered that their National Blue School Program implementation is not their only attribution, and most of their dedicated hours to it is an in-kind contribution.

During the last two decades, the Ocean Literacy concept has evolved and a more holistic approach has been adapted by many, using the multi-perspective approach created by the UN for the Education for Sustainable Development. This

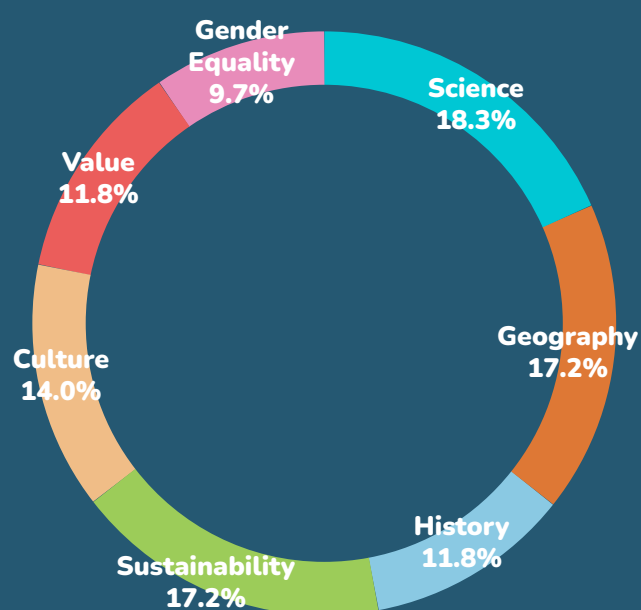
vision allows a more inclusive approach where different geographies and cultural backgrounds can be considered, while the seven OL principles can still be addressed using the science perspective.

The NC were asked if their National Blue Schools fit into any of the perspectives besides its seven principles, and we could see a balance among the answers (Figure 2). Yet, gender equality is slightly out, and may be an indication that the program should address it with more care.



**Figure 1.** Number of answers per affiliation representation of the AA-BSN National Coordinators by October 2022.





**Figure 2.** Percentage of the multiperspective dimensions explored by the AA-BSN according to the NC.

One of the most discussed issues during the workshop was the obstacles and challenges faced by each country to create their National Blue School Program. The lack of funding available to implement local actions and afford transport of students to a variety of activities, as well as the lack of time to dedicate to develop the project appeared as the main obstacles (Table 1).

**Table 1.** Barriers to implement Blue Schools projects from the AA-BSN National Coordinators' point of view.

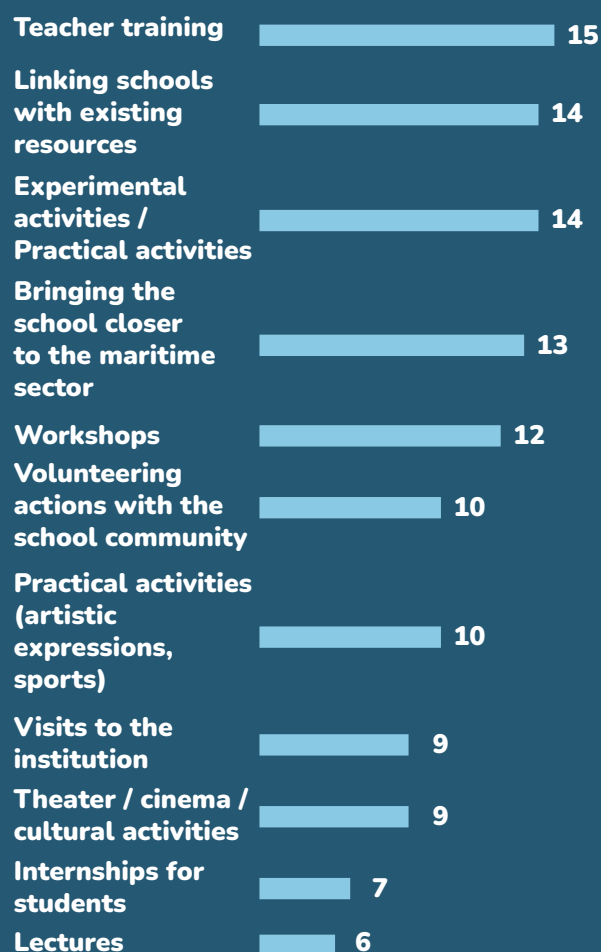
BARRIER TO IMPLEMENT NATIONAL BLUE SCHOOLS	# ANSWERS
Lack of funds for the implementation of actions or transport	7
Lack of time to develop the project	7
Difficulty in involving schools in the program/project	6
Lack of support from school management	6
Lack of support from decision-making bodies – Ministry of Education or similar	5
Lack of curricular flexibility (which allows articulating initiatives with curricular programs)	4
Lack of confidence and training to teach about the ocean	3
Physical distance to the ocean	3
Lack of interest in working on the ocean theme	2
Lack of interest on the part of students in studying and exploring the ocean theme	0
Lack of support from the Blue School coordination	0

# ESCOLA AZUL

## ATLAS



From the NC's experience, teacher training is the most relevant activity that should be addressed for Blue Schools at the moment (Figure 3) to engage and give support to more teachers and schools to the program.



**Figure 3.** Number of answers related to what activities are most relevant for Blue School in the view of the AA-BSN National Coordinators.

Even so, the AA-BSN surpassed all the expected indicators, reaching an increase of more than 1000% on the planned number of students engaged (Table 2).

**Table 2.** Measures and indicators expected and achieved by January 2023.

BARRIER TO IMPLEMENT NATIONAL BLUE SCHOOLS	EXPECTED OUTPUT	FINAL OUTPUT (JANUARY 2023)	INCREASE (%)
Number of countries	5	16	320%
Number of schools	400	455	113.8%
Number of teachers	1,600	3,458	216.1%
Number of students	12,000	125,178	1043.2%
Number of stakeholders	-	189	-

During the workshop, two surveys were validated to apply to teachers and stakeholders in order to evaluate their experience during the AA-BSN activities (from June 2021 to January 2023).

## TEACHERS' SURVEY

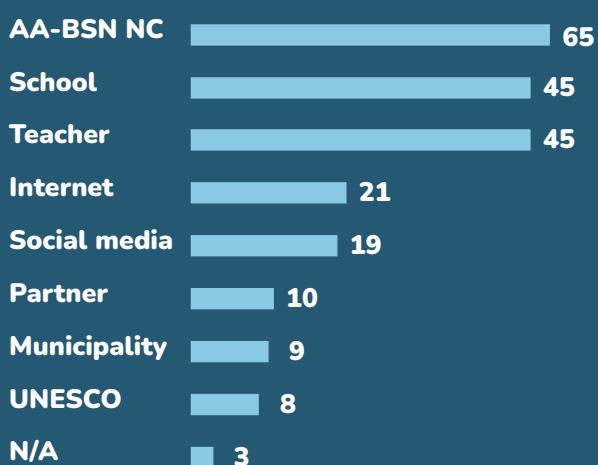
There were 224 answers from teachers to the survey. They represent 10 countries, working on schools located either in coastal (173) and inland areas (51), with students ranging from 10 to 20 years old, mostly with support from the school management/coordination (Table 3).



**Table 3.** Measures and indicators expected and achieved by January 2023.

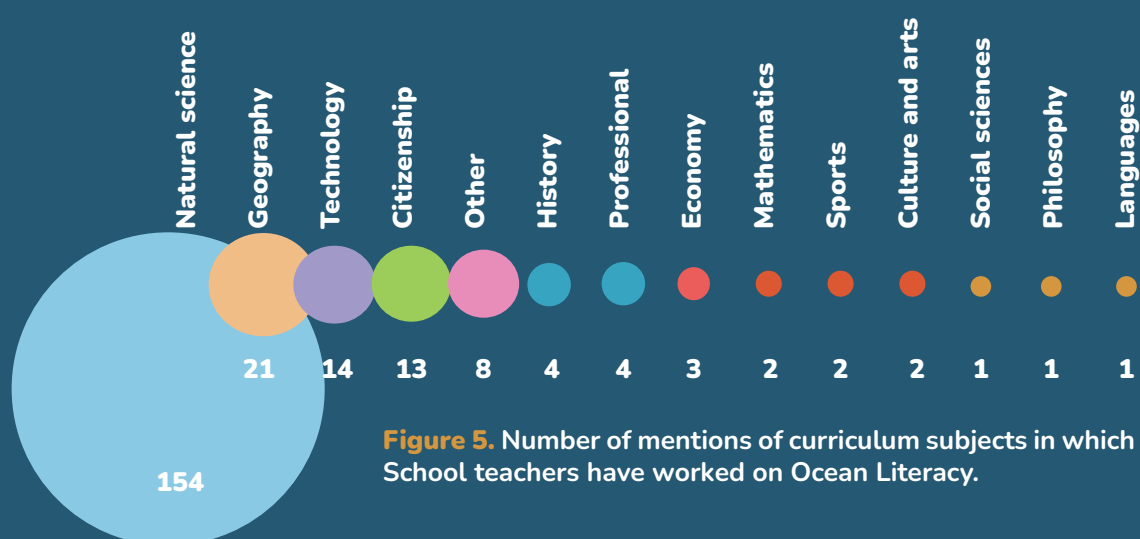
COUNTRY	#TEACHERS	# COASTAL SCHOOLS	#INLAND SCHOOL	SUPPORT FROM SCHOOL (%)
USA	3	3	0	66
Namibia	4	2	2	75
Argentina	60	33	27	93
Angola	4	4	0	100
Mexico	1	1	0	0
Brazil	25	13	12	88
Sao Tome and Principe	2	2	0	100
Portugal	113	106	7	96
Morocco	1	1	0	0
Nigeria	11	8	3	100
<b>Total</b>	<b>224</b>	<b>173</b>	<b>51</b>	<b>93</b>

Most of the respondents learned about the All-Atlantic Blue School Program by some action done by the AA-BSN National Coordination, though indication by another school or teacher had a great weight concerning Blue School adhesion (Figure 4).

**Figure 4.** Number of answers when Blue School teachers were asked how they found out about the Blue School Program.

These teachers have worked on Ocean Literacy in a variety of disciplines, from traditional ones such as Natural Science and Geography, to Economics, Arts and Social Sciences (Figure 5), often exploring principles of Ocean Literacy related to biodiversity, climate, and human-ocean connection (Table 4). Moreover, under their perception, the Blue School project has influenced possible changes in attitudes, behaviors and knowledge towards the ocean, of students and other teachers (Table 5), with 96% of the teachers believing that the Blue School project increased their personal knowledge about the ocean.





**Figure 5.** Number of mentions of curriculum subjects in which Blue School teachers have worked on Ocean Literacy.

**Table 4.** Frequency of topics related to Ocean Literacy Principles explored by Blue School teachers (higher numbers highlighted).

TOPICS	NEVER (%)	RARELY (%)	SOME-TIMES (%)	OFTEN (%)	ALWAYS (%)	I DON'T KNOW (%)
The ocean as a source of artistic inspiration or culture as a communication engine of the ocean	10.3	13.8	33.0	31.3	10.3	1.3
Ocean sustainability	2.2	2.2	16.1	41.5	37.1	0.9
Economy of the ocean	6.3	12.5	37.1	27.2	15.6	1.3
Gender equality at the ocean	23.7	29.0	25.0	9.8	8.0	4.5
The ocean in History	7.6	21.4	35.7	21.0	12.1	2.2
Explore the ocean using geography subjects and tools	7.6	22.3	25.0	26.3	17.0	1.8
The ocean is largely unexplored	4.5	11.6	25.0	33.5	22.3	3.1
The ocean makes the Earth habitable	1.8	7.1	18.8	37.9	31.7	2.7
The ocean supports a great diversity of life and ecosystems	0.4	4.5	12.1	35.7	42.9	4.5
The ocean and humans are inextricably interconnected	0.9	6.3	14.3	35.7	38.8	4.0
The ocean and life in the ocean shape the features of the Earth	2.7	6.3	19.2	36.2	33.0	2.7
The ocean is a major influence on weather and climate	3.6	4.9	20.1	32.1	37.1	2.2
The Earth has one big ocean with many features	4.9	8.9	22.8	32.1	27.7	3.6

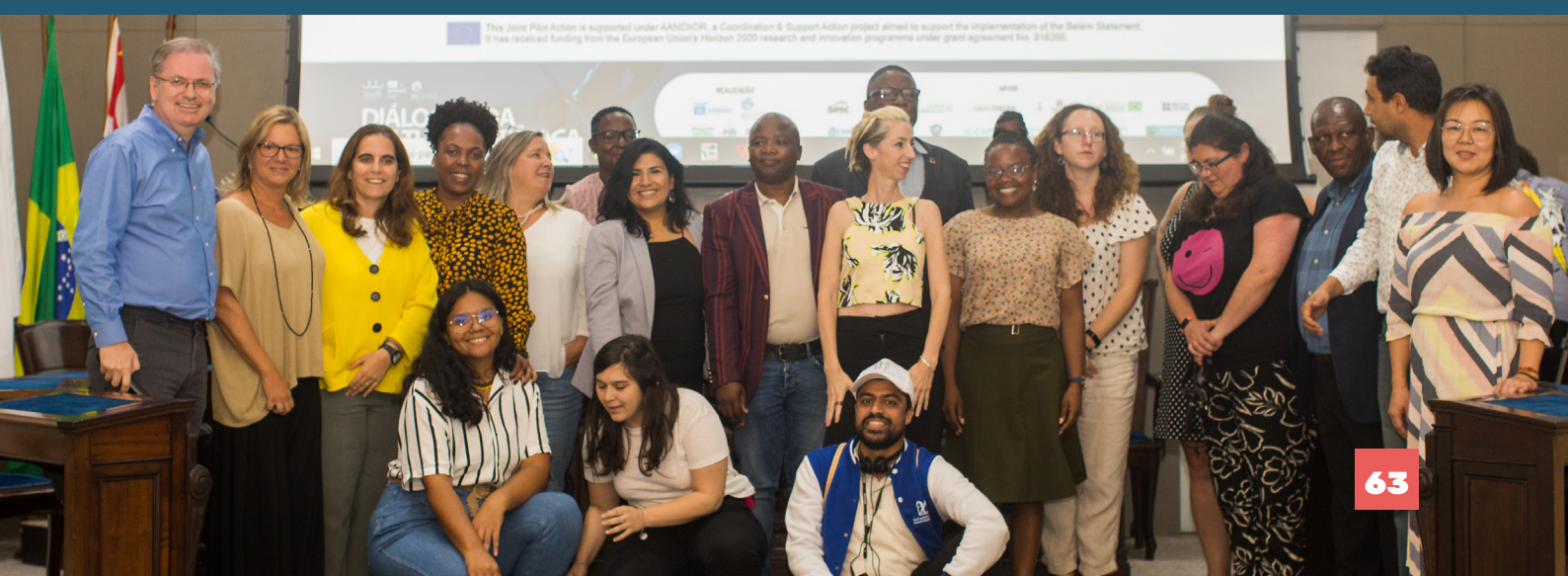
**Table 5.** Percentage of teachers' answers when asked about their perception if the Blue School influenced the attitudinal change and knowledge of students and teachers in the items listed (higher numbers highlighted).

	VERY INFLUENTIAL (%)		EXTREMELY INFLUENTIAL (%)	
	STUDENTS	TEACHERS	STUDENTS	TEACHERS
Greater interest and concern about problems related to the ocean	54.0	54.0	33.0	30.4
Greater empathy for the ocean	56.7	53.1	32.6	32.1
Learning information essential to behavior change	55.4	54.5	32.6	29.0
Awareness that we are all part of the problem and/or solution of issues related to the ocean	50.4	53.6	38.4	34.4
More reflection on our behaviors and their consequences for the sustainability of the ocean	50.0	54.9	37.1	30.8
A greater understanding of the impact our actions have on the ocean	53.1	54.9	34.4	32.6
Changing our daily choices to contribute to the protection of the ocean	53.1	53.1	30.4	30.8
Changing habits	44.6	46.9	29.9	29.9
Greater willingness and interest in communicating and debating about problems or solutions that we may have for the ocean in circles of friends or with family members	46.4	46.0	22.8	28.1
Interest in sharing knowledge with others	46.9	50.4	28.1	26.8
Willingness and interest in debating issues related to the ocean at a group or community level	46.4	46.9	19.6	26.8
Mobilization of participants in community awareness initiatives	46.4	46.0	20.1	25.4
Participation in citizenship actions and finding applicable solutions for solving real problems	42.4	46.0	25.0	27.2
Learning on matters related to the ocean	50.4	48.7	31.7	33.0
Provide relevant information	54.0	47.8	26.3	31.3

When teachers were asked about difficulties they faced during Blue School implementation, the first barrier they faced was the lack of funds to develop activities. The second was the difficulty of involving other teachers to engage in the school project and lack of time to dedicate themselves to it (Table 6). Nevertheless, all teachers consider the Blue School project relevant to their school in the future and would recommend it to other teachers and schools.

**Table 6.** Barriers to implement Blue Schools projects from the teacher's point of view.

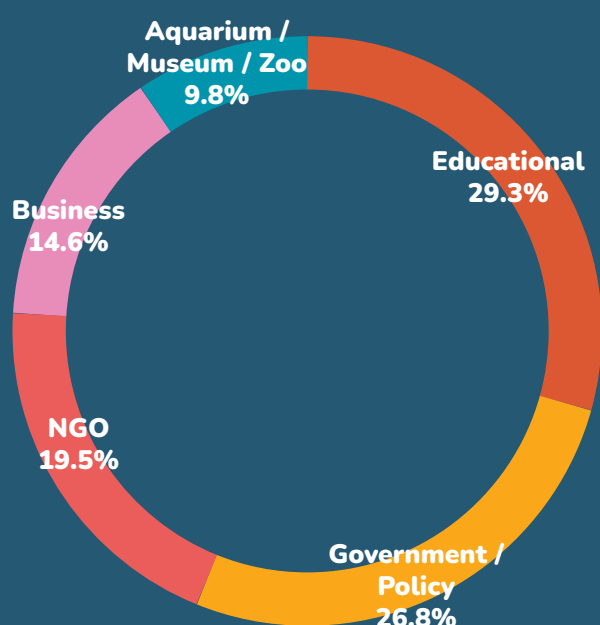
BARRIER TO IMPLEMENT BLUE SCHOOLS	#ANSWERS
Lack of funds for the implementation of actions or transport.	132
Difficulty in involving colleagues in the program/project.	97
Lack of time to develop the project.	69
Physical distance to the ocean.	41
Lack of lead time for the programme (i.e.: we plan our activities a year in advance).	14
Lack of curricular flexibility (which allows articulating initiatives with curricular programs).	12
Lack of support from decision-making stakeholders – Ministry of Education or similar.	6
N/A	6
None	2
Lack of support from school management.	2
Lack of support from the Blue School coordination.	2
Lack of interest on the part of students in studying and exploring the ocean theme.	1
Lack of confidence and training to teach about the ocean.	1
Lack of interest in working on the ocean theme.	1
The permission for the image sample in photos and videos was a present and frustrating obstacle to me as a coordinator	1
Connectivity problems	1
A barriers to implement the Blue School program at the Hospital-domiciliary School is the health status of our students	1
Dense curricular contents	1



## STAKEHOLDERS

By January 2023, 41 stakeholders from 6 countries (Portugal, Angola, Nigeria, South Africa, Mexico and Argentina) had answered the survey.

Most of the results were from stakeholders related to the educational area (Figure 6), also with answers from government representatives, NGOs, business sector and Aquarium/Museums sector. Most of the activities they developed with Blue Schools were lectures, visits to the stakeholders institution, and experimental learning offers, although a range of other activities from teacher training to artistic activities were also mentioned (Table 7).



**Figure 6.** Percentage of different stakeholders sectors that answered the survey.

**Table 7.** Numbers of answers concerning what type of activity stakeholders carried out with the Blue School.

WHAT ACTIVITIES DID YOU CARRY OUT WITH THE BLUE SCHOOLS?	#ANSWERS
Lectures	21
Visits to the institution	20
Experimental learning (field visits, experiments, or practical activities)	15
Workshops	13
Volunteering actions with the school community (e.g. cleanup action, biodiversity protection)	12
Providing your own OL educational resources	11
Pre-service teacher training	9
Practical activities (artistic expressions, sports) in the classroom	6
Internships for students	2
Theater/cinema/cultural activities	2
Qualified teacher training	1
Creation of an extracurricular club	1
Tutoring	1
I do not know how to answer	1

When considering the challenges to implement Blue Schools, stakeholders, as well as the AA-BSN National Coordinators, indicated lack of funding to implement activities as the main problem (Table 8). Accordingly, the difficulty for schools to travel to activity sites or insti-



tutions came in second place as an obstacle, and for teachers and AA-BSN National Coordinators, it came in first place. These results suggest that funding may unlock this obstacle and boost more partnerships and a bigger number of schools and students engaged in Ocean Literacy.

The fourth most voted on the list of barriers to implement Blue Schools projects was the insufficient lead time for schools to get involved, and it appeared on the teachers' list as well (Table 8). Schools calendars seem to run differently when compared to stakeholder's calendars,

such as NGOs, governmental bodies and business. Furthermore, if we consider the Atlantic reality, with countries from both hemispheres, each with a specific school calendar, matching all school calendars may be very complex. However, this might be seen as an opportunity to start one global event, a date, or a period of time, when all Atlantic Blue Schools and their stakeholders come together for a single call to action to begin a ripple that may turn bigger each year. The continuity of the project will facilitate the lead time many schools need to be part of networks as the AA-BSN.

**Table 8.** Barriers to implement Blue Schools projects from stakeholder's point of view.

OBSTACLES FACED	#ANSWERS
Lack of funding to implement activities	22
Difficulty for schools to travel to the activity site or institution	17
Lack of human resources/time of the institution	13
Insufficient lead time for schools to get involved (your timescales did not match school planning timescale)	12
Lack of contact (interest) on the part of teachers	9
Insufficient preparation/background of students for the activity	4
Resistance of families to children's participation in certain activities (sports and outdoor activities)	4
No obstacle	4
(Dis)Interest/relevance on the part of students	1
Not enough flexibility for schools to develop activities coherently and with a fixed duration	1
Non-articulation between the activities proposed and the curriculum learning goals	0

## FOR THE FUTURE...

Firstly, it is believed that representatives of other entities are needed to be part of the AA-BSN to coordinate a permanent Blue School Network, such as from educational centers, communication, ministries other than related to science and environment, local government, teachers and teachers' trainers, marine community, and the private sector, to strengthen the network in areas uncovered and bring diversity into the network.

Secondly, secured and sustainable funding is important and necessary, both to run National Blue School coordination as well as to support Blue Schools to develop their activities.

Foremost, ministerial recognition, specially related to formal education, is mandatory to give accountability and space for Ocean Literacy to be incorporated as a public policy and into the national curricula.

Moreover, there is great potential for Blue Schools to go global in the near future as other non-Atlantic countries are looking at the AA-BSN interested in implementing the program, as there are other networks in non-Atlantic countries working Ocean Literacy with schools. Hence regional or continental coordinations are needed to connect the initiatives at a global scale, each keeping and valuing its local, national, regional, continental characteristics; also, a global Blue School brand is important to get the Blue School as a permanent and common action in all countries.









# FOR A BLUER FUTURE

## AA-BSN COCOORDINATORS' FINAL MESSAGE

The journey of building and initially implementing the All-Atlantic Blue Schools Network has been successful and a great learning experience. We overcame geographic, cultural, and economic barriers and showed that together we can engage society, the different public, private, and educational sectors (formal and non-formal education), in each country—regardless of its size, population, network—to promote Ocean Literacy and the Generation Ocean.

Incredible examples of how each nation and each school understand its relationship with the ocean were being built and shared. Among countries, a unique exchange emerged, a possibility of experiences, visions, and common citizenship initiatives. Students, teachers, network of educators, and all sectors involved learned from each other and from their realities. The ocean unites us. It brings us together, but we have many differences and challenges as a society that need to be addressed. What unites us and what still sets us apart, and how to transform in a pathway for building a global community.

How can we build and look toward a better, more sustainable future that brings diversity, equity, and inclusion? We must work towards a sustainable, inclusive, and equitable ocean within the All-Atlantic community.

Different initiatives, networks and movements for a healthy, sustainable, diverse, and inclusive ocean have taken greater proportions from 2017, with the announcement of the UN Decade of Ocean Science for Sustainable Development, which had its implementation started in 2021. In recent years, we have had movements that added up and drove this process globally.

In 2017, the Blue School concept started its implementation in [Portugal](#). In 2021 the [All-Atlantic Blue Schools Network](#) started—at the same time as the [UNESCO Ocean Literacy with All Program](#). In November 2021, as a result of a FAPESP Public Policy Program in partnership with the British Council carried out in 2020 (Brazil), we had the first public policy to include Ocean Literacy in the school curriculum in the city of Santos in Brazil—an



example of science for policymaking that shows the integration of the Blue School movement with science-based Ocean Decade movements.

Also in 2021, the Canadian Ocean Literacy Coalition (COLC), together with the Marine Social Sciences Network (Mar-SocSci), Cardiff University, and the University of Plymouth, co-led the development of the **Global Ocean Literacy Research Community (OLRC)** initiative. Priorities and gaps in Ocean Literacy research were co-identified through a series of workshops with over 130 participating researchers globally. Co-designed action research and collaborative solutions are helping to scientifically support public policies.

In 2022, the document **A New Blue Curriculum: a toolkit for policy-makers** was launched by IOC-UNESCO, to drive public policies in favor of Ocean Literacy in the educational sector.

While our All-Atlantic Blue Schools Network schools developed its activities in 2022, the network participated in international events to give voice to students from different Atlantic countries talking on global issues: the **All-Atlantic Forum**, the **UN Ocean Conference**, the **Ocean Literacy Dialogues**, and projects like **AtlantECO**, **UNESCO Campus** and others. Also, in October 2022, we held the first in-person AA-BSN week-long workshop and meetings to evaluate the project and exchange experiences and learnings.

The All-Atlantic Blue School Network promotes diversity and inclusion, under-

stands the ocean through with different perspectives, and addresses topics like sustainable economics, marine spatial planning, aquaculture, ocean and climate nexus, pollution and so many others, bearing in mind that taking action and changing behaviours are the ultimate objectives. Blue School network contributes to the Ocean Decade targets. It is built with all, for all, based on all systems of knowledge.

We look forward to this future, a future where the lessons learned from the All-Atlantic Blue School Network can strengthen the network with more resources, expanding diversity, equity, inclusion, and learnings for a sustainable ocean. We hope to get in a few years an ocean literate Atlantic community, citizens capable of act, decide and communicate individually and together about the ocean in a meaningful way.

At the same time, along with other movements and side-by-side with the Ocean Decade and a new phase of **AAORIA**, we want to create synergies and joint actions with other Blue Schools networks and other OL networks around the world.

*Together, for a bluer future.*  
**Guadalupe, Raquel,  
and Ronaldo**

Access the AA-BSN page at the AAORIA's website to get to know all the AA-BSN products  
[allatlanticocean.org/all-atlantic-joint-actions/all-atlantic-blue-schools-network/](https://allatlanticocean.org/all-atlantic-joint-actions/all-atlantic-blue-schools-network/)

## 2017

Announcement of the **UN Decade of Ocean Science for Sustainable Development**

The **Blue School concept** started its implementation in **Portugal**

## 2021

Beginning of the implementation of the **UN Decade of Ocean Science for Sustainable Development**

Launch of the **UNESCO Ocean Literacy with All Program**

**First public policy to include Ocean Literacy in the school curriculum** in the city of Santos in **Brazil**

Development of the **Global Ocean Literacy Research Community (OLRC)**

## 2022

Lauching of the document **A New Blue Curriculum: a toolkit for policy-makers**

**All-Atlantic Forum**

**UN Ocean Conference**

**Ocean Literacy Dialogues**

**First in-person AA-BSN week-long workshop**

Participation on **AtlantECO** and **UNESCO Campus**

# OCEAN LITERACY RESOURCES



[Ocean Literacy for All: a toolkit](#)



[Ocean Literacy Research Community \(OLRC\)](#)



[All-Atlantic Talks | Blue Schools](#)



[A new blue curriculum: a toolkit for policy-makers](#)



[All-Atlantic Ocean Youth Ambassadors | Booklet series Bridging the Ocean \(English, Spanish, Portuguese and French\)](#)



[UNESCO Campus special edition | Ocean](#)



[All-Atlantic Forum: priority areas | In the voice of the Blue Schools' students](#)



[UN Ocean Conference | In the voice of the Blue Schools' students](#)



[First in-presence AA-BSN meeting during the Ocean Literacy Dialogues event in Santos, Brazil](#)



[Booklet AtlantECO in partnership with the AA-BSN](#)



[All-Atlantic Blue Schools' website](#) (available in English, Spanish, and Portuguese)



[Ocean Literacy Portal](#) (only in English)



[Escola Azul Portugal](#) (only in Portuguese)



[Maré de Ciência](#) (only in Portuguese)



[World Ocean Day](#) (only in English)



[The Ocean Race](#) (available in many languages)

# BLUE SCHOOLS

## PORTUGAL

EB de Campo de Besteiros  
EB Navegador Rodrigues Soromenho  
EB1/JI de Sesimbra  
EB1/JI Aiana de Cima  
JI de Alfarim  
EB de Alfarim  
EB/JI de Azoia  
EB/JI de Aldeia do Meco  
Externato Rainha D<sup>a</sup> Amelia  
EB 2/3 João da Rosa  
EB1/JI Cavalinha  
EB1/JI n.º 6 de Olhão  
EB1 Marim  
Colégio Pedro Arrupe  
EB Prof. Óscar Lopes  
EB Estádio do Mar  
ES de Santa Maria Maior  
EB 2/3 Frei Bartolomeu dos Mártires  
EB1 do Carmo  
EBS Anselmo de Andrade  
EB/JI Feliciano Oleiro  
EB/JI n.º 1 do Praga  
EB da Gafanha da Encarnação  
CED Nossa Senhora da Conceição  
EB1/2/3/JI de S. Sebastião  
EB1/JI de Porto Judeu  
EB 2/3 do Caniço  
Colégio Luso Internacional do Porto – CLIP  
EB da Gafanha da Nazaré  
ES da Gafanha da Nazaré  
ES Luís de Freitas Branco

EB Dr. Joaquim de Barros  
EB Maria Luciana Seruca  
EB Dionísio dos Santos Matias  
EB Anselmo de Oliveira  
EB Abadias  
ES António Gedeão  
EB Comandante Conceição e Silva  
EB n.º 2 da Cova da Piedade  
EB n.º 3 do Laranjeiro  
EB/PE do Caniço  
ES Leal da Câmara  
EB Padre Alberto Neto  
EB n.º 1 de Rio de Mouro  
EB Vasco da Gama de Sines  
EB D. Pedro  
EB/JI de São Paio  
EB do Viso  
EB Vallis Longus  
Colégio Valsassina  
EBS À Beira Douro  
EB de Chães  
EB1 de Zebreiros  
EB Luísa Todi  
EB Bairro Afonso Costa  
EB Humberto Delgado  
EB Montinho da Cotovia  
EB Alto Guerra  
EB Pinheirinhos  
EB de Gâmbia  
EB Monte Belo  
EB1 de Regalheiras  
Casa da Criança de S. Julião  
ES Diogo Macedo  
EB do Olival



JI de Arnelas  
 JI de Gestosa  
 JI de Gondesende  
 JI de Hortas  
 JI de Igreja 1  
 JI de Igreja e Lavadores  
 JI de Painçais  
 JI de Portelinha  
 JI de Sá  
 JI de Seixo Alvo  
 JI Urbano dos Santos Moura  
 Colégio de Nossa Senhora da Bonança  
 Complexo Social A Casinha  
 EB/JI de Prageira  
 EB/JI de Filtro  
 EBI da Quinta do Conde  
 EB D. Pedro IV, Mindelo  
 EB A Ribeirinha, Macieira da Maia  
 EB de Mindelo  
 EB do Facho  
 EBI de Bobadela  
 EB n.º 1 da Bobadela  
 EB n.º 2 da Bobadela  
 EB n.º 3 da Bobadela  
 EB 2/3 Professor Agostinho da Silva  
 EB1/JI de Casal de Cambra  
 EB1 n.º2 de Casal de Cambra  
 EBS Amadeu Gaudêncio  
 EB1+JI de Santa Maria  
 EB Professor Arménio Lança  
 ES Peniche  
 EB 2/3 Dr. João Lúcio  
 ES Dr. Francisco Fernandes Lopes  
 EB 2/3 Drº Horácio Bento de Gouveia  
 EB 2/3 de Aranguez  
 ES Sebastião da Gama  
 EB n.º1 das Areias  
 EB/JI da Azeda  
 EB/JI de Montalvão  
 EB N.º8, Bairro da Conceição  
 EBS Josefa de Óbidos

ES Inês de Castro  
 Creche e JI de S. Rita  
 Creche e JI de S. Lázaro  
 ES de Palmela  
 EB 2/3 e S Ordem de Sant'Iago  
 EBS com PE Francisco Freitas Branco  
 Externato São Miguel  
 EB1 Lugar da Estrada  
 EB 2/3 Dr. Alberto Íria  
 EB 1/JI n. 1 de Olhão  
 EB da Ilha da Culatra  
 Externato da Misericórdia da N.ª Sra do Rosário de Unhão  
 Externato Cooperativo da Benedita  
 EB Frei João  
 EB Caxinas  
 EB Nadadouro  
 EBI/ JI de Santo Onofre  
 EB da Foz do Arelho  
 CED D. Maria Pia  
 ES Gil Eanes  
 EB das Naus  
 EB 2/3 e S Aquilino Ribeiro  
 Jessheim Upper Secondary School  
 Externato de Penafirme  
 JI da Luz de Tavira  
 EB1 n.º 1 de Tavira  
 EB1 Santa Luzia  
 EB1 Luz Tavira  
 JI/ EB1 Santo Estevão  
 EB1 Santa Catarina  
 EB2/3 D. Manuel I  
 JI/EB D. Manuel I  
 JI Eco – Tavira  
 EBS de Vialonga  
 EBS de Santa Maria  
 EB 2/3e S de Viatodos  
 EB 2/3 Moinhos da Arroja  
 EB1/JI Porto Pinheiro  
 JI Dr. João Santos  
 EB Artur Patrocínio, Azueira

EB S. Miguel, Enxara do Bispo  
 EB da Malveira  
 EB de S. Silvestre, Gradil  
 EB/S Professor Armando de Lucena  
 JI do Gradil  
 EB 1/2/3 Dr. João Rocha  
 ES de Vagos  
 Centro Escolar da Boa Hora  
 Centro Escolar de Fonte de Angeão  
 EB1 da Quintã  
 EB1 de Calvão  
 EB 1 da Vigia  
 EB1 de Ouca  
 EB1 de Sosa  
 EB1 de Lombomeão  
 EB1 de Salgueiro  
 EB 2/3 Álvaro Velho  
 EB nº1 do Lavradio  
 EB Nº2 do Lavradio  
 EB dos Fidalguinhos  
 ES de Pombal  
 EB 2/3 Marquês de Pombal  
 EB do Barrocal  
 ES Dr. Joaquim Gomes Ferreira Alves  
 EB da Conceição  
 EB1 nº5 Faro, Vale de Carneiros  
 EB1 da Lejana  
 Instituto dos Pupilos do Exército  
 ES Camilo Castelo Branco  
 EP de Campanhã  
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 Colégio Papião  
 EB Ria Formosa  
 Colégio Amorim  
 Aljezur International School  
 Barlavento International Primary School  
 Centro Social da Trafaria  
 EB1 de Geraldês  
 EBI do Carregado  
 ES Dom Manuel Martins  
 EB1/PE Visconde Caçongo

EB 2/3 do Caniçal  
 EB PE e Creche Dr. Alfredo Ferreira Nóbrega  
 Júnior  
 EB1/PE e Creche da Nazaré  
 EB1/PE/C do Caniçal  
 EB1/PE/C de São Jorge  
 EBS Dr. Ângelo Augusto da Silva  
 ES de Camilo Castelo Branco  
 JI/EB1 Antero Basalisa  
 JI/EB1 S. Bento  
 EB1/2 Vieira da Silva  
 EB1 Sylvia Philips  
 EB do Carmo  
 EB Alto de Rodés  
 EB 2/3 D. Afonso III  
 ES de Francisco Franco  
 EBS da Ponta do Sol  
 Externato São Francisco de Sales  
 EB 1/2/3 Padre Bartolomeu Perestrelo  
 EBS Padre Manuel Álvares, Ribeira Brava  
 EB 2/3 Campanário  
 EB 2/3 da Torre  
 EB1/PE da Assomada  
 EB 1/JI Manuel Coco  
 JI de Capela  
 EB1/JI de Francelos  
 JI de Valadares  
 JI de Vila Chã  
 EB 2/3 de Valadares  
 JI de Cadavão  
 EBS Tomás de Borba, Açores  
 EB1 de Valpedre  
 EBS Bispo D. Manuel Ferreira Cabral  
 EB1 de Fraião  
 EB 2/3 Dr. Flávio Gonçalves  
 JI Luís Amaro  
 Escola do Desterro  
 Escola de Nova do 1º ciclo  
 Escola de Sininhos do 1º ciclo  
 EB 2/3 de Marinhas  
 Centro Integrado Arco-Íris

EB1 António Rebelo de Andrade	EB do Teso
EB Sá de Miranda	EB de Aldeia
EB 2/3 Conde de Oeiras	EB de Refojos
EB1/JI de Montenegro	EB de Navais
EB1 da Ilha do Ancão	EB e S de Pinheiro
EB1 de Montenegro	EBS Ibn Mucana
EB1 de Pontes de Marchil	EB1/PE com Creche de São Vicente
EB1 do Patacão	EB1 Ponta Delgada
Centro de Aprendizagem e Formação Escolar de	EB1 Boaventura
Manatuto (PCAFE)	Escola Portuguesa de São Tomé e Príncipe – CELP
EB/PE do Boliqueime	Instituto de Ciências Educativas
EB1/PE da Lourencinha	EBS de Carcavelos
EB1/PE e Creche de Santa Cruz	ES João Gonçalves Zarco
EB1/PE do Campanário	EB1/PE de Câmara de Lobos
EB1/PE do Estreito de Câmara de Lobos	EB1/PE do Estreito da Calheta
EB 2/3 Dr. Eduardo Brazão de Castro	ES Poeta Al Berto
EB1 S. Roque	Escola Primária Santa Ana
EB1 Lombo Segundo	Externato João Alberto Faria
ES Ferreira Dias	EB de Perafita
EBS do Vale do Âncora	Escola das Ribeiras
JI Vila P. Âncora	EB Conde de Arnoso
EB de Dem	EB1/PE Ribeiro de Alforra
EB Moledo	Os Aprendizes
EB Cruzeiro, Seixas	ES Augusto Cabrita
EB Vilarelho	EB Padre Abílio Mende
EB Caminha	EB nº 5 do Barreiro
EB1/ PE do Lombo do Guiné	EB nº 6 do Barreiro
EB 1ºCiclo de Ferrel	EB nº 8 do Barreiro
EB Dr. Manuel Laranjeira	EBS de Santa Cruz
EB 2/3 Sá Couto	Escola das Figueirinhas
EB Mestre Arnaldo Louro de Almeida	EB Monte Aventino
ES de Rocha Peixoto	EB S. João de Deus
EB Ary dos Santos	EB das Antas
EB Joaquim de Almeida	EB Montebello
EB de Liberdade	ES António Nobre
EB Luís de Camões	Centro Social Paroquial de São João das Lampas
EB da Caneira	EB 2/3 do Castelo da Maia
EB D. Pedro Varela	EB António Torrado
EB de Aver-o-Mar	EB Padre Agostinho da Silva
EB de Agro Velho	EB Parede n.º4
EB do Fieiro	EB n.º1 São Domingos de Rana

EB de Tires  
 EB1 PE Rancho e Caldeira  
 EB3 Peniche  
 EB5 Peniche  
 EB Peniche  
 Saídos da Casca  
 EBS do Levante da Maia  
 Externato Florinda Leal  
 Escola de Hotelaria e Turismo de Portimão  
 EB de Monte Gordo  
 EB 2/3 de Santo António  
 EB 1/2/3 e PE de Curral das Freiras  
 EP de Esposende  
 EB do Mosteiro  
 EB com PE e Creche dos Louros  
 EB1 S. Gonçalo  
 EB1 S. Filipe  
 Colégio Divertiláxia  
 Externato Santa Joana  
 EB1 de Leirosa  
 JI da Leirosa  
 EBS D. Martinho Vaz de Castelo Branco  
 EB Gonçalo Mendes da Maia  
 EB1/JI1 da Maia  
 EB1/JI da Maia  
 EB1/JI de Currais  
 EB1/JI Cidade Jardim  
 EB1/JI D. Manuel  
 EB/JI dos Arcos  
 EB nº3 de Setúbal, Montalvão  
 EB Nº2 de Setúbal, Santa Maria  
 EB/JI de São Gabriel  
 EB/JI Nº12 de Setúbal, Amoreiras  
 EB1/JI Almodôvar  
 EB1/JI Rosário  
 EB1/JI Aldeia dos Fernandes  
 EB1/JI Santa Clara a Nova  
 EB1 da Telhada  
 LATI - Centro Comunitário do Bocage  
 EBS Lima de Freitas  
 Escola Dr. Alberto Nery Capucho Infancoop

CED D. Nuno Álvares Pereira  
 Externato da Quintinha  
 E.B. 2/3 José Cardoso Pires  
 EB Cruz da Picada  
 EB1 nº1 de Lagos (Bairro Operário)  
 Colégio de Alfragide  
 EBS\Pe da Calheta  
 EB1 PE Fajã da Ovelha  
 EB1 PE Paul do Mar  
 EBS Dona Lucinda Andrade  
 EB1/PE Tabua  
 ES Jaime Moniz  
 Escola Portuguesa de Moçambique

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 Colégio Guilherme Dumont Villares  
 EMEF Professor Franklin Augusto de Moura Campos  
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 Colégio Objetivo Rio Claro  
 Colégio Jean Piaget  
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 Escola de Educação Básica Ferandino Dagnoni  
 Colégio Múltiplo de Campinas  
 Colégio Onis  
 EMEF Professora Graciema Ramos da Silva  
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 Escola Estadual Marquês de São Vicente  
 Avenues The World School São Paulo  
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 Liceu Terras do Engenho  
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 Colégio Salvatoriano Nossa Senhora De Fátima  
 Escola Estadual Aldo Angelini  
 Colégio Visconde de Porto Seguro  
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 Escola de Ensino Fundamental Edith Krieger Zabel  
 EE Pastor Jaconias Leite da Silva  
 Centro Educacional Inovação  
 Colégio Ieprol  
 Escola Francisco Nunes

## ANGOLA

Complexo Escolar nº 37M Anexa ao Magistério do Namibe  
 Complexo Escolar Marítimo Helder Neto  
 Centro Infantil Diamante

## SAO TOME AND PRINCEPE

Escola Praia-rei da Roça de Água-Izé

## MOROCCO

University of Chouaib Doukkali  
 French International School Jean Charcot in El Jaidida  
 Groupe Scolaire Ouled Zid  
 Ecole Melrose

## NAMIBIA

Kamwandi Combined School  
 Hage Geingob High School  
 Luderitz Blue School

## IRELAND

Scoil Réalt na Mara

## MEXICO

CETMAR 08, Mazatlán, Sinaloa  
 CETMAR 29, Ciudad del Carmen, Campeche  
 Preparatoria Morelos Lizardi, Ciudad del Carmen, Campeche











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